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ABSTRACT

Project R-3 is a motivational program designed to upgrade essential reading and math skills of junior high school students. It emphasizes student readiness, subject relevance, and learning reinforcement (R-3) in a laboratory environment. All incoming seventh graders are involved in the project and remain with it for three years. A teaching team of three content area teachers (reading, math, and social studies) stays with the students for the duration of the project. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

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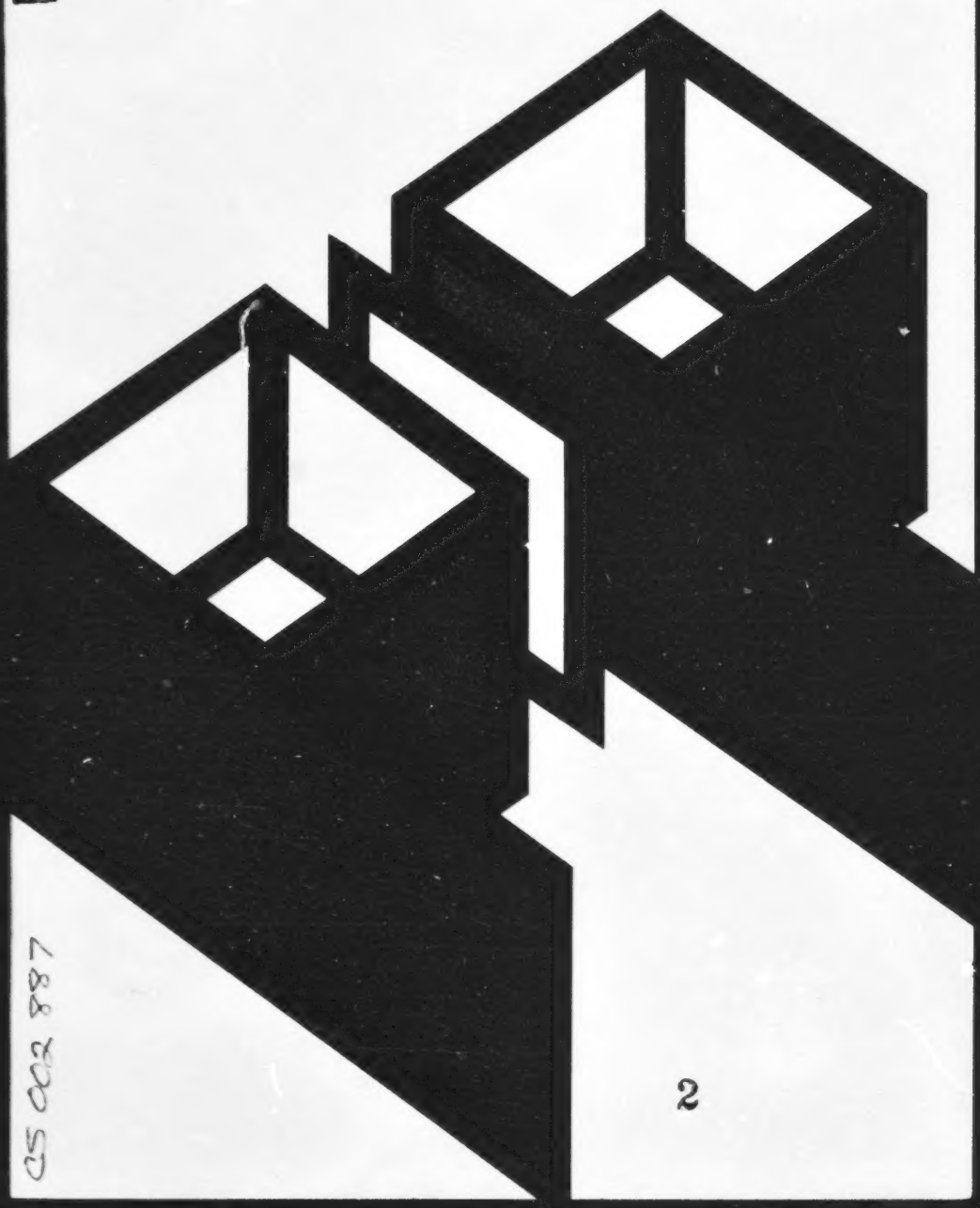
Project R-3

Analysis and Selection Kit



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Project R-3

R-3 is a motivational project for all students in the seventh grade designed to upgrade essential reading and math skills by emphasizing student Readiness, subject Relevance, and learning Reinforcement.

Students	All students in an incoming seventh grade class participate in R-3 for three years, through ninth grade.
Staff	R-3 staff consists of a project director, a secretary, a curriculum resource teacher, three content area teachers, and aides for each classroom. Regular school teachers participate during the year the project is operating at their normal grade level.
Student/Staff Ratio	Each classroom staffed by one teacher and one aide has up to 22 students.
Facilities	Classrooms for each teacher are required, as well as an office for the project director and secretary and a curriculum resource center/office for the curriculum resource teacher. R-3 classrooms are carpeted (to reduce noise), furnished with easily movable tables and chairs, and decorated colorfully.
Instruction	Students attend three R-3 classes daily for reading, math, and social studies. R-3 utilizes individualized instruction, learning contracts, games, and simulations, in addition to more traditional methods. Once or twice a year R-3 students go on an overnight field trip which focuses on some current curriculum content.
Training	Staff members attend a two-week workshop prior to project operation. Daily planning sessions and weekly staff meetings are also frequently used for in-service training.
Scheduling	Students attend their R-3 classes as part of their normal school schedules, which include elective courses and other required courses such as physical education. For special events or field trips other teachers are asked to release R-3 students and are often invited to attend themselves.

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R-3

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Project R-3 is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

Timothy, a seventh grader, was really excited when asked his opinion about Project R-3 by a student reporter for the weekly school paper.

REPORTER: What's different about Project R-3?

TIMOTHY: Everything! First of all we have carpeting and tables. And we get to play a lot of games and work on contracts. I chose my best friend to witness the signing of my contract. We have an aide who is always around to help. Best of all, we get to go on an overnight trip! I'm sure looking forward to that.

REPORTER: Is there anything you do not like about R-3?

TIMOTHY: Well, the teachers and aides visit our parents at home. They're not used to this idea. It wasn't too bad though, because they talked my parents into letting me go on the overnight trip.

Project R-3 is a motivational program designed to upgrade essential reading and math skills of junior high school students. It emphasizes student Readiness, subject Relevance, and learning Reinforcement in a laboratory environment. The entire incoming class of seventh graders is involved in the project for three years, through ninth grade. A teaching team of three content area teachers (reading, math, and social studies)--the "cadre staff"--stays with the project students for the duration of the project. Regular reading, math, and social studies teachers join the project staff during the year the project is operating at their normal grade level.

The R-3 curriculum integrates reading, math, and social studies in such a way that skills learned in one class are practiced and reinforced in another. One basic premise of R-3 is that students learn only when they are motivated. The staff is therefore encouraged to teach eclectically, using instructional techniques such as contracts, games, and simulations to motivate students and associate learning in school with real-world situations. Individual and small group instruction is promoted by continual use of diagnosis and prescription, insuring that students approach assignments at levels compatible with their developed abilities.

Once or twice during each school year, project students participate in an overnight field trip--called "intensive involvement"--that focuses on an extended classroom game or simulation with specific problems to be solved. These intensive involvement trips submerge the students in the situations needing resolution and are often the culmination of weeks of preparatory classwork. Nonproject staff and parents are also usually invited on the trips, a practice which builds support for Project R-3 throughout the school and community.

The teacher-to-student ratio in R-3 classes is no more than one to 22, and a paraprofessional aide is assigned to each project classroom. The lower teacher-student ratio and the three-year involvement of the students enhance project cohesion and reinforce its other motivational aspects.

Project Origin

Project R-3 was begun in San Jose, California, in 1967. It has since been replicated in several other school districts across the country.

Instruction

- Entails the use of new instructional techniques.
- Encourages basic skill achievement through motivating techniques and materials.
- Coordinated among reading, math, and social studies.
- All incoming seventh graders.
- Involves students for three years.
- Student-staff ratio 22 to two.

Project R-3 involves an entire incoming junior high class of seventh graders in a three-year program in reading, math, and social studies.

R-3 interweaves many innovative instructional approaches, such as contracts, diagnostic/prescriptive teaching, games, and simulations, among traditional teaching procedures in order to motivate students toward higher achievement in basic skills. These techniques, individual attention, and the close coordination between project teachers provide students with a new perception of the relation between academic activities and the world outside the school walls.

Junior high reading, math, and social studies classrooms are colorfully and attractively redesigned as learning labs for Project R-3. Students attend one class each in reading, math, and social studies (in addition to other school subjects) and are placed into heterogeneous groups of about 20 for the R-3 classes. During their three daily project class periods, they may work alone, in small groups, or as a unit. A paraprofessional aide helps each project teacher, allowing a large amount of individual diagnosis and prescription for each student. During their nonproject time each day, students participate in classes such as science and physical education to round out their school programs.

Each R-3 teacher instructs four or five class periods a day of reading, math, or social studies. A common preparation period is reserved for joint planning with the other project teachers in the same content area. The curriculum resource teacher and, in the second and third project years, the cadre staff often act as team leaders in this group planning, supplementing the training teachers receive in working as a team, an uncommon and new experience for teachers accustomed to self-contained classroom teaching. In their weekly total staff meetings, teachers carefully integrate their subject areas and teaching strategies so students will experience cohesion and relevance in their learning activities. This coordination among R-3 teachers allows skills introduced in one subject area to be practiced and reinforced in others. The curriculum resource teacher enhances this coordinated approach by informing each subject area team of what the others are planning. Reading, math, and social studies are thus woven into an interdisciplinary curriculum design that motivates and reinforces learning and connects school to the real world beyond the classroom. The intensive involvement field trip for two or three days away from the school is designed both to be a culmination of previous project classwork and to bring students, teachers, and aides to closer working relationships.

To bring about the unified nature of the R-3 content and method, more than just cooperative planning is needed. Such instructional techniques as student learning contracts, diagnostic-prescriptive teaching, simulations, and gaming are gradually introduced to R-3 teachers, who incorporate them into their instructional activities as soon and as often as they feel comfortable using them. Individual and small group instruction is supplemented and reinforced by these alternate techniques and through the use of a variety of commercial and project-made materials selected to accomodate the individual differences in ability and learning style among students. Finally, R-3 teachers and aides visit students' homes twice each year to encourage parent involvement and reinforcement of learning.

CAUTION: R-3's innovative instructional techniques must be introduced gradually or teachers will feel uncomfortable and be ineffective using them.

CAUTION: Teachers' standard operating procedures are to be interspersed among the innovative R-3 techniques, not discarded.

CAUTION: Grouping students into homogeneous classes instead of heterogeneous groups destroys the group spirit of the project.

- Project direction a complex, full-time responsibility.
- Director visits classrooms and holds staff meetings weekly.
- Staff participation in decision-making vital.
- Nonproject teachers informed continually.
- Principal support essential.

Project R-3 requires an open and democratic type of management interwoven with close communication among all persons associated with the project. The management of Project R-3 is the responsibility of the project director, although some management tasks are delegated to the curriculum resource teacher or shared with the building principal. The project director provides overall leadership for R-3 by setting the tone for the project, supervising and evaluating project staff, giving administrative support, and carrying on project relations with the rest of the school and with the community. Upon appointment, the director establishes communication immediately with the school principal, who works closely with the project director, making sure the project interfaces smoothly with the rest of the school and the community.

The most crucial task for the project director prior to project operation is to enlist the commitment and support of the principal. Since R-3 is carried on within the principal's normal jurisdiction and because the principal yields to the project director responsibility for training, supervision, and informal evaluation of part of the school's regular staff, R-3's success is greatly influenced by the rapport the director can establish with the principal. The practices of chatting daily with the school principal about the plans of R-3, and getting principal approval of project communications to parents and students and of material purchases, help the project director get the principal involved supportively.

Internal project management falls into two functional categories. The project director monitors and supervises the instructional activities of the project teachers, often garnering topics for in-service training from the weekly visits he or she makes to each project classroom and from daily common preparation meetings. The director's other management function (along with the curriculum resource teacher) is as facilitator for project activities, such as the intensive involvement field trips and the home visits, which project staff conduct twice each year.

It is of paramount importance for the project director to take great care to include project staff as fully as possible in decision-making. This involvement helps both to make the project operate more smoothly and to maintain high staff morale.

The attitudes of nonproject teachers in the school are important to the success of R-3, as they will be called on occasionally to release project students from classes for such activities as field trips, or to join project activities themselves. They may also be participating in the second or third years of the project. Therefore, effective communication and coordination with nonproject teachers is a crucial aspect of project management. The project director, reinforced by the principal, must set the atmosphere for positive project relations with nonproject teachers from the outset by informing them of the goals of R-3 and pointing out the benefits that should accrue to the whole school as a result of project success.

CAUTION: Failure to elicit the principal's support could irretrievably damage the project.

CAUTION: Project management must be as open and democratic as is logistically feasible. Autocratic management will destroy Project R-3.

R-3: ESTIMATING COSTS [1]
(Nine classrooms, 264-330 students)

	Number	Estimated Total Cost to Project
ANNUAL COSTS		
Personnel		
Project Director [2]	1	_____
Project Secretary [2]	1	_____
Curriculum Resource Teacher [2]	1	_____
Cadre Staff Teachers	3	_____
Instructional Aides	9	_____
Training Stipend for 9 Teachers and 9 Aides (one week)	18	_____
Facilities [3]		
Project Director's Office	1	_____
Curriculum Resource Centers	1	_____
Classrooms	9	_____
Materials/Equipment		7,560.00
Other		
Field Trip, Parent Involvement		$ 10,000.00
Total Estimated Annual Cost		_____
ADDITIONAL START-UP COSTS [4]		
Personnel		
Project Director (May-August, full time)		_____
Curriculum Resource Teacher (July, August)		_____
Facilities		
Classroom carpeting, non-standard tables	9	_____
Materials/Equipment		3,675.00
Total Estimated Additional Start-up Cost		_____

[1] See page 9 of the Project Selection Guide.

[2] Twelve-month year.

[3] Space may be available within the district at no cost to project.

[4] Start up costs recur for six new classrooms per year during the second and third years.

R-3 ORGANIZATION

- Administrative personnel
  Project director, secretary, curriculum resource teacher

- Instructional staff
  Three cadre staff teachers
  Non-cadre staff teachers
  One instructional aide per teacher

- 330 students with nine teachers, five class periods per day

Project R-3 requires a full-time project director and secretary. A full-time curriculum resource teacher provides support and materials for the classroom teachers. Content area teacher teams include one cadre staff teacher and regular school staff teachers. Each teacher is assisted by an instructional aide.

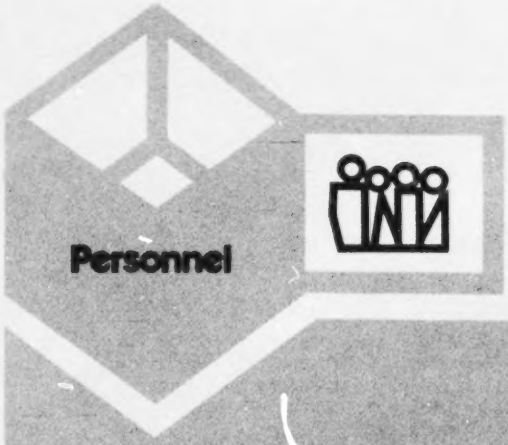
All incoming seventh graders are enrolled in the project, and no class has more than [illegible] students.

The project director and the curriculum resource teacher work closely with the instructional staff to provide as much logistical support and assistance as necessary. The director performs project-school liaison duties and maintains close communication with the school principal. The curriculum resource teacher supplies teachers with materials, demonstrates new techniques and equipment, coordinates the content area teams, and develops in-service training units.

The content area teacher teams meet daily for planning and sharing ideas. The resource teacher often attends these meetings to make suggestions, act as moderator, and coordinate instructional plans across teams. The entire R-3 staff, including aides who have many instructional duties and are not merely clerks, meet with the director once a week. The director frequently uses the staff meetings to discuss points or issues observed in his or her visits to project classrooms.

CAUTION. If teachers are assigned to more than one subject, planning and coordination will suffer.

CAUTION: The joint planning and proximate administration may be uncomfortably unfamiliar to teachers initially.



Personnel

The project director:

- is a capable administrator at the district level.
- is an experienced teacher.
- works full-time.

Teachers:

- have reading, math, or social studies expertise with interdisciplinary perspective.
- experienced yet open to innovation.
- drawn from existing school staffs.
- can work effectively as a team.
- teach one subject to an entire grade level.

Cadre teachers:

- stay with the same students all three years.
- become experts in R-3.

Instructional aides:

- have high school diplomas or equivalent.
- are competent in reading, math, or social studies.
- assist teachers in planning and classroom management.
- assist students with classroom assignments.
- provide liaison with the community.

Curriculum resource teacher:

- is a certified teacher.
- has strong background in junior high curriculum development.
- organizes curriculum.
- plans and conducts in-service training.
- searches out and introduces new materials.
- coordinates games and simulations.

The R-3 staff comprises a full-time project director and secretary, teachers, instructional aides, and a curriculum resource teacher.

Project R-3 can be successful only to the extent it is staffed by dedicated and skilled personnel. The project director must be experienced in staff development and have both teaching and administrative experience. The curriculum resource teacher must be skilled in games and simulations, developing curriculum, and presenting new materials and ideas to staff. Project teachers have subject matter expertise and are confident of their abilities to master new techniques. Finally, instructional aides, representative of the student population, serve as assistants to teachers and students.

R-3 Project Director

The full-time Project R-3 director carries complete responsibility for project implementation and management. The person who assumes the directorship should be resourceful and self-motivated, experienced in teaching, staff development, and administration, and capable of establishing and maintaining effective relationships. The director must be committed to high standards, and enthusiastic about the goals and methods of Project R-3. It is mandatory that the director be someone well established and respected in the district, for the director's prior reputation will have a major impact on how the project is received.

Appointed immediately upon the district's reception of proposal approval, the project director spends the spring and summer prior to project operation acquainting the district and participating school staff with R-3, arranging for project space and materials, selecting project staff with the principal, orienting the curriculum resource teacher, and preparing for the intensive staff training and parent involvement programs. From the inception, the district must grant the project director the authority and means to accomplish these tasks that bear so directly on project success.

During the school year, the director continues to manage project logistics and to keep the project favorably visible. He or she keeps in constant contact with the project classrooms by holding staff meetings each week and visiting classrooms at least once a month. The director oversees the work of the curriculum resource teacher and prepares and conducts the in-service training program with the curriculum resource teacher as needed. Through daily conversations with the project school principal, the director maintains open and close cooperation with the rest of the school's programs. The director promotes parent awareness and involvement through dinner-meetings at the school, home visits by the teaching staff twice yearly, and trips for parents to visit field trip sites prior to the Intensive Involvement trip.

As the end of the year approaches, project evaluation and planning for the next year become primary concerns of the director. Included in these planning activities are the enlistment of teachers for the next school year and the soliciting of funds for work updating or revising curricular materials during the summer.

CAUTION: An inexperienced administrator will have great difficulty fulfilling the tasks of the R-3 director.

R-3 Teachers

Teachers for Project R-3 are recruited from the existing school staff to the extent possible. The participating teachers should have several years of experience so they are mature, confident of their abilities, and well organized in planning and instruction. In addition, R-3 teachers are typically warm, supportive individuals who are inclined toward innovation and teamwork.

In many respects, teaching duties in Project R-3 will remain as they have been. As the project progresses, however, new instructional techniques and ways of interacting with students will be introduced. R-3 teachers are expected to incorporate these new techniques into their classes only as rapidly as they feel comfortable with them, but they definitely are expected to use them. Perhaps the greatest change in style for participating teachers involves the cooperation and teamwork necessary to integrate the reading, math, and social studies curriculum.

One teacher in each of the three content areas is hired as part of the cadre staff. This group of three teachers stays with the project students throughout their three-year involvement. In addition to normal teaching duties in the project, these teachers assume some responsibility for introducing incoming regular staff teachers to the project goals and methods during the second and third years. They are expected to become expert in the instructional techniques used in R-3 and to establish special enduring relationships with project students.

CAUTION: Teachers not receptive to Project R-3 should be given the opportunity to teach nonproject subjects or grade levels, or to transfer out of the project school. Only teachers positively responsive to the R-3 philosophy and method should be involved.

R-3 Instructional Aides

The instructional aides are vital assets to the R-3 classroom. Their major responsibilities are assisting teachers in the planning and management of student activities and assisting students with their assignments. Aides perform clerical duties such as preparing game boards and bulletin boards, correcting papers, and running audio-visual equipment. However, the majority of their time is spent moving around the classroom helping students with individual and small-group work. The aides must therefore have competence in the subject area for which they've been selected. As a general rule aides must have a high school diploma or its equivalent.

Instructional aides are expected to fill many of the same roles as teachers. They must learn how to operate as team members and are expected to attend and be actively involved in all in-service meetings. During home visit week, the aides play a pivotal role in the project. Since many of them come from the same community as the students, they often pave the way for effective parent-teacher communication.

CAUTION: Certified teachers are not appropriate candidates for aide positions, since they leave for better paid and more responsible teaching positions as soon as such positions become available.

R-3 Curriculum Resource Teacher

The curriculum resource teacher plays a support role for the R-3 instructional staff and the project director. Responsible directly to the project director, he or she is a certified teacher with a strong background in junior high curriculum development. The resource teacher frequently conducts in-service training sessions for the project classroom teachers. Occasionally, the project director may call on the resource teacher to handle administrative tasks, such as explaining the project to visitors.

The major responsibilities of the curriculum resource teachers are to keep abreast of current curriculum ideas and materials, to relay relevant information to the teachers, and to coordinate gaming/simulation activities among the three teams. Frequent conversations with publishers' representatives, attendance at workshops, summer revisions to the games and simulations, and demonstrations of equipment and techniques help to keep the curriculum resource teacher abreast of new materials and ideas. At teachers' component meetings the curriculum resource teacher suggests activities (keeping within the philosophy of R-3) which seem to fit into the lessons teachers plan. The curriculum resource teacher doesn't always play a leadership role during the component meetings, but acts as a catalyst for new ideas that will motivate children.

- A wide variety of commercial and teacher-made materials.
- Materials for varying ability levels and content.
- Games and simulations, developed at the originating site and provided in the PIP.
- Materials selected by the teachers.
- Textbooks and basic classroom equipment supplied by the school.

The heterogeneous grouping of students in Project R-3 requires that a wide selection of materials appropriate to varying grade levels be available. A wealth of commercial materials and equipment is purchased and distributed among the reading, math, and social studies teams. These materials are selected by the project-designated teachers prior to the summer vacation and are purchased over the summer and throughout the year.

Other materials used in Project R-3 are the games and simulations developed at the originating site. These materials are included in the PIP for teacher use. Early in the project year, the curriculum resource teacher matches the games and simulations to the skill objectives. They are either adopted as is or adapted by the teacher teams.

Classroom textbooks used as part of the regular school curriculum are incorporated into the R-3 program. These books are purchased by the school and are supplemented by the games and simulations, commercial materials, and teacher-made contracts. In addition to supplying classroom textbooks, the school also provides basic classroom equipment and supplies.

CAUTION: If games and simulations are used in isolation from other classroom activities and materials, students will become bored by them.

Facilities

- Existing standard classroom for each R-3 teacher.
- Additional standard classrooms for each cadre teacher.
- Tables, chairs, and carpeting for maximum flexibility and quiet.
- Meeting room.
- Fully furnished offices for the project director, secretary, and curriculum resource teacher.

Because teachers in Project R-3 utilize learning centers and a variety of games, simulations, and commercial materials, and since space is often rearranged to accommodate large and small group activities, teachers do not share classrooms. It is assumed that classrooms are already provided for each of the school's existing teachers associated with the project. In addition, the project requires a standard classroom for each cadre staff teacher, a meeting room, and fully equipped offices for the project director, secretary, and curriculum resource teacher. If additional space for these personnel is not available in the school building, temporary classrooms and offices near the other R-3 classrooms must be installed.

Project R-3 employs a laboratory-type classroom environment that is highly flexible, attractive, and readily adaptable to the use of games and a variety of other activities. The project therefore furnishes each classroom with hexagonal tables, chairs, and carpeting to enhance flexibility and reduce noise. As the project moves on to the next grade level, classrooms for incoming project teachers are also refurnished. Eventually each seventh-, eighth-, and ninth-grade classroom is redesigned to create a laboratory-type environment.

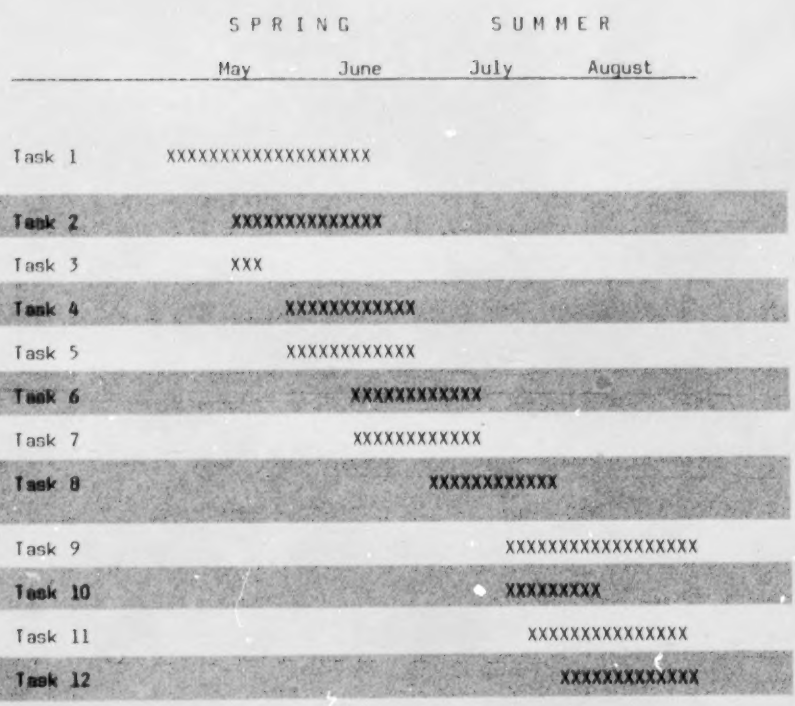
CAUTION: If the rationale for carpeting is not carefully explained, nonproject teachers may grow to resent the project.

R-3 GETTING STARTED

If your district elects to implement R-3, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in May on a full-time basis to carry out the required start-up tasks within the time frame shown on the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with project.
2. **orients personnel and parents.**
3. hires external evaluator.
4. **identifies regular building teachers for the program.**
5. surveys available materials, equipment, and facilities.
6. **orders necessary furniture, carpeting, materials, and equipment.**
7. arranges with principal for space.
8. **selects the curriculum resource teacher, cadre teachers, and instructional aides.**
9. trains the curriculum resource teacher, who begins in July.
10. **groups students into heterogeneous classes of 20-22.**
11. assists the principal with scheduling teachers and students.
12. **plans for one week start-up training workshop.**


SPRING
SUMMER
May
June
July
August
Task 1
Task 2
Task 3
Task 4
Task 5
Task 6
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Task 8
Task 9
Task 10
Task 11
Task 12

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Project R-3

ADOPTION CRITERIA

INTENTION

Select Project R-3 only if your school district can meet the following requirements:

INSTRUCTION

- Involves an entire seventh-grade class in a three-year program (through grade nine) in reading, math, and social studies.
- Students are grouped into heterogeneous groups of 20-22 students.
- Games, simulations, learning contracts, and individualized instruction are incorporated into the regular curriculum.
- Takes place in a laboratory-type classroom setting.

MANAGEMENT/COMMUNICATION

- Is a full-time, complex responsibility.
- Entails extensive principal support.
- Involves extensive parent involvement.

ORGANIZATION

- Full-time project director, secretary, and curriculum resource teacher.
- Three teams of teachers, one in each content area.
- Maximum of 22 students per class.

Project R-3

ADOPTION CRITERIA

CAPABILITY

Select Project R-3 only if

The following resources are available:

PERSONNEL

- Project director is an experienced teacher with administrative and teaching experience and an effective planner.
- Teachers are experienced and open to innovation.
- Instructional aides are competent in reading, math, or social studies.
- Personnel are supportive, warm, and responsive with students.

MATERIALS/EQUIPMENT

- Wide variety of commercial materials for varying ability levels and learning style is selected.
- Include games, simulations, and contracts which must be adopted or adapted.

FACILITIES

- Office space for the project director, secretary, and curriculum resource teacher.
- Carpeting, table, and chairs for each classroom.
- Classrooms for each R-3 teacher.

You can meet the schedule for getting started:

- Project director working by early May.
- School staff and parents oriented by mid-June.
- Materials/equipment/classroom furniture ordered by mid-July.
- Staff selected by end of July.
- Students grouped and scheduled by end of August.

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